

Music education in Federation of Bosnia and Herzegovina: a need or luxury Statistics

One of the standards and parameters of a cultural and educational development is the proportion of children enrolled at music schools in relation with total number of school children i.e. the number of music educational institutions in relation with total population. UNESCO estimates that the number of children enrolled at music schools out of total number of school children should be 10 - 15 %.

In BiH, the history of music education begins in 1920, when the first county music school was established. However, the significant development of this segment has been reached only after the Second World War. Within that political system, the State was exclusive founder and owner of the schools, so it designed the whole education system. One can conclude that such enforced system consisted of lots of directives and imposed solutions, and it did. However, by comparing the situation of music education of that time with the situation in other countries, one can conclude that there was a progress, plan and tendency of extension, and also the results were achieved.

Statistical data¹ from **1976** show that BiH had average developed network of music schools in comparison to the neighbouring countries:

- Slovenia: **44** Primary music schools - **2** Secondary music schools
- Croatia: **16** Primary music schools - **14** Secondary music schools
- Serbia: **23** Primary music schools - **5** Secondary music schools
- Bosnia and Herzegovina: **13** Primary music schools - **5** Secondary music schools
- Vojvodina: **14** Primary music schools - **3** Secondary music schools
- Montenegro: **10** Primary music schools - **1** Secondary music schools
- Macedonia: **8** Primary music schools - **3** Secondary music schools
- Kosovo: **2** Primary music schools - **2** Secondary music schools

However, when we compare the number of music schools with number of total population, it is obvious that it was not sufficient:

- Slovenia: 1 Music school on **38 400** inhabitants
- Montenegro: 1 Music school on **50 000** inhabitants
- Croatia: 1 Music school on **150 000** inhabitants
- Macedonia: 1 Music school on **158 000** inhabitants
- Vojvodina: 1 Music school on **116 700** inhabitants
- Serbia: 1 Music school on **191 000** inhabitants
- Bosnia and Herzegovina: 1 Music school on **218 000** inhabitants
- Kosovo: 1 Music school on **337 500** inhabitants

¹ Statistical data presented in this paper are provided by Selma Ferović, Ph.D (Music Academy Sarajevo), and professor Meliha Husić (Pedagogical Institute Sarajevo).

At the same time, comparison with some other countries looks as follows:

- Hungary: 1 Music school on **34 000** inhabitants
- Czechoslovakia: 1 Music school on **68 000** inhabitants
- West Germany: 1 Music school on **77 000** inhabitants

If we would compare the number of students in these schools the difference would be much higher, especially if we consider the fact that the schools in small places had relatively small number of students. At the beginning of nineties in the last century, the music education reached its peak with regards to quantity development. **In 1990**, BiH had:

- **36** Primary music schools + 1 ballet school,
- **6** Secondary music schools + 1 ballet school,
- **1** Music Academy.

Approximately **6 - 8 %** students out of total school children were enrolled at music schools, which is a very good indicator.

As a consequence of (1992-1996) war, many teaching staff left the country, music schools were devastated and the teaching aids and music instruments disappeared. The lessons were not held regularly and were conducted in minimal conditions. During the past ten years of peace in BiH, many music institutions were rehabilitated, some new were established, partially thanks to numerous humanitarian and other organisations which provided various contributions.

The following data show the situation of music education in **2005** in Federation of Bosnia and Herzegovina with reference to statistical data (June 2005.):

- Total population **2 328 434**,
- Number of pupils in primary schools **253 797** (approx. 2% of total populations),
- Number of pupils in music schools **5000** (approx. 100 pupils of ballet schools) and **560** teachers,
- Approx. **2%** children of total number have been enrolled at music schools which is three times less than in 1990,
- **26** Primary music schools + 2 ballet schools,
- **8** Secondary music schools + 1 ballet school (approx. annual average of graduates is 200),
- **1** Music Academy (annual enrolment of approx. 50 students).

The structure of music education in BiH:

| Institution | | Level | Duration | Departments | Age of students |
|------------------------|---|---------------------|----------|---|-----------------|
| Music Academy | ↑ | master degree | 1 year | 1. composition 2. conducting 3. singing 4. piano, harp and percussion 5. strings and guitar 6. woodwinds, brass and accordion 7. musicology and ethnomusicology 8. music theory and pedagogy | 19 years - |
| | | bachelor degree | 4 years | | |
| Secondary music school | | Secondary education | 4 years | ➤ music theory ➤ music instruments | 15 - 19 years |
| Primary music school | | Primary education | 6 years | □ instrument and eartraining | 9 - 15 years |

Within the BiH education system, primary music schools exist in parallel with mainstream schools. The students attend mainstream primary schools (8 years) and music schools (6 years), twice a week they have lessons of playing music instruments and eartraining. When they enrol at secondary music school, the music becomes their professional orientation and they attend only one school, therefore the secondary music school is organized as every other secondary school. High percent of secondary music school graduates enrol at Music academy. The others enrol at other colleges or they change their professions. This music education system has been developed in good economic conditions exclusively in order to fit into framework of general education system at that time, and as such it has its unique set up and educational pattern.

For 50 years, Music Academy in Sarajevo continuously educates professionals who work in all cultural and educational institutions. It is obvious that there is still a great need for all profiles of academic musicians, although there is certain unbalance between different music professions. This is mainly due to individual preferences of students. The breakdown of graduates at Music Academy Sarajevo in 50 years (1955 - 2005):

- **8 Ph.D IN MUSICOLOGY**
- **87 M.A. IN VARIOUS FIELDS**
- **1611 ACADEMIC MUSICIANS:**
- **23 COMPOSERS**
- **52 CONDUCTORS**
- **70 ART SINGERS**
- **222 PIANISTS**
- **227 STRING PLAYERS: 152 violins, 18 violas, 32 violoncellos, 25 double basses**
- **192 WIND PLAYERS: 41 flutes, 15 oboes, 63 clarinets, 9 bassoons, 26 trumpets, 23 trombones, 15 French horns**

- **95 MUSICOLOGISTS: 36** ethnomusicologists, **59** musicologists
- **730 PROFESSORAS OF THEORETICAL PEDAGOGICAL SUBJECTS**

Music Academy Sarajevo: The structure of students – the first year of "Bologna declaration" enrolled in school year 2005 / 2006:

1. Department for composition - **3** students
2. Department for conducting - **1** student
3. Department for art of singing - **1** student
4. Department for piano (11), harp (1) and percussion (1) - **13** students
5. Department for strings (4) and guitar (5) - **9** students
6. Department for woodwinds (3) and accordion (5) - **8** students
7. Department for musicology and ethnomusicology - **11** students
8. Department for music theory and pedagogy - **20** students

An overview of other professional music institutions in FBiH:

- Opera and ballet (Sarajevo)
- Philharmonic (Sarajevo)
- 2 symphonic orchestras (Mostar and Zenica)
- 7 theatres (Sarajevo 3, Mostar 2, Tuzla and Zenica)

Evaluation

Obviously, there is a great interest in music education. As an example, primary music schools are able to enrol only one third of applicants. Inherited system of parallel schools is obviously not able to absorb all talented students. All music schools are still owned by the State. The change of socio-political system in FBiH during last ten years resulted in establishment of a numerous primary and secondary schools and even faculties owned and financed by individuals or cost shared by the state and individuals. However, private investors are still not interested in music education. There were some attempts of establishment of a private primary music schools but they failed because the parents were not able to pay the "additional" scholarships which significantly burden their law family incomes, plus procurement of instruments and other equipment. So called system of private teaching or some other model of music education is also irrelevant. Therefore it is for certain that insisting on private music schools would lead to decrease of number of students, despite of huge interest. Music schools in transition period still need government assistance. It is possible that in specific BH economic situation they will need this assistance for a long period of time, otherwise there is a danger of disappearance of one very important educational segment.

From the other side, the state has less and less funds and understanding. For children, but also for society, **music education is necessity**. There is a great need for extension of network of music schools and increase of number of students, in order to reach the standard of **10%**. There is also a need for other cultural institutions. As far as the state ministries burdened with constant lack of funds are concerned, the music is a luxury. Compromise will be very uncertain and difficult for both sides. One additional difficulty which is not in favour of music schools is so called system of day care services for students in primary schools. If this system doesn't change, there will be no space for organized music education. Therefore, the changes are necessary and they have to be made in consideration with the existing situation and needs.

Music Academy is able to educate quality professionals in existing system, but it is also ready to respond to other requirements of the "market". In this school year three new departments have been opened and Academy has definitely engaged in the "Bologna process". All necessary measures have been conducted and positive results are already visible on a new "Bologna" generation. The reform of

a high education is thorough, comprehensive and in line with modern European developments. Soon there will be reform of secondary and primary education. Music academy is ready to provide support and can be initiator of a new ideas and reforms, but this definitely is not solely its task. The Laws are passed by the Parliament i.e. the politicians.

EVERY CHILD HAS A RIGHT TO MUSIC EDUCATION AND IF SHE/HE WANTS IT, THE SOCIETY HAS OBLIGATION TO PROVIDE THAT POSSIBILITY TO THEM !

The main Guidelines for organized Support:

- Provide full support to music educational and cultural institutions, but also to individuals, teachers and animators of music culture.
- Advocate with the highest levels of government to resolve the problem of music education in qualitative manner through enacting Laws and other administrative infrastructure; lobby on behalf of music and music education since that is a necessity!
- Organize meetings between ministries and pedagogical institutes and representatives from Music Academy, other cultural institutions and professionals for the purpose of mutual agreement and finding acceptable solution for all sides.
- Organize congresses of music artists and pedagogues for the purpose of comprehensive mapping of problems and defining priorities and recommendations.
- Start an initiative for inclusion of additional organized music education in mainstream schools.
- Support the adjustment of a curriculum in order to establish the modern and flexible system in which more children would have “live” contact with music.
- Organize seminars and workshops for teachers in order to introduce them with modern developments in music education.
- Support the establishment and organization of new segments: Eurhythmics, musicals, Orff’s and other creative music workshops etc.
- Support the existing and opening of the new music schools.
- Investigate the possibility for ensuring better work conditions: equipping of classrooms, procurement of latest teaching aids, instruments, literature etc.
- In coordination with Music Academy, support the education of deficit profiles of teachers for new initiatives: jazz, pop and rock music departments, modern ethnomusicology and folklore trends etc.

Full meaning of musical pedagogy is focused directly towards liberating and education of children, creative and communicative personality, which can be included in all social – artistic happenings. It definitely required a complex approach, which unites all possibilities that this procedure offers: diagnose, therapy and upbringing, with constantly present educational component. Considering that we are talking about one of the essential human characteristics and need, the development paths of music education definitely cannot be concluded or focused towards already offered.

Today at the beginning of the twenty-first century, under the influence of many other factors (development of technology and communication in first place, sociological and artistic happenings, etc.) it is quite certain that musical pedagogy will have to look for new directions and ways of acting. I hope that this paper will offer at least some answers and entice new researches, which will lead to new positive results.